

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Cheryl Kirchgessner

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Old Bonhomme Elementary School

(As it should appear in the official records)

School Mailing Address 9661 Old Bonhomme Road

(If address is P.O. Box, also include street address)

St. Louis

City

Missouri

State

63132-4112

Zip Code+4 (9 digits total)

County St. Louis County

School Code Number* 5040

Telephone (314) 993-0656

Fax (314) 994-3987

Website/URL http://humboldt.ladue.k12.mo.us/oldbon E-mail ckirchgessner@ladue.k12.mo.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. David Benson

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Ladue School District

Tel. (314) 994-7080

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board

President/Chairperson Mrs. Lynn Deane

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 4 Elementary schools
 1 Middle schools
 0 Junior high schools
 1 High schools
 0 Other

6 TOTAL

2. District Per Pupil Expenditure: \$12,608.00

Average State Per Pupil Expenditure: \$7,345.00

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

20 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	29	27	56	8			
1	16	36	52	9			
2	31	20	51	10			
3	27	22	49	11			
4	30	19	49	12			
5	36	31	67	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							324

6. Racial/ethnic composition of the students in the school:
- 69% White
21% Black or African American
1 % Hispanic or Latino
9% Asian/Pacific Islander
0 % American Indian/Alaskan Native
100% Total

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 7%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	11
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	24
(4)	Total number of students in the school as of October 1	322
(5)	Subtotal in row (3) divided by total in row (4)	.07
(6)	Amount in row (5) multiplied by 100	7%

8. Limited English Proficient students in the school: 3%
9 Total Number Limited English Proficient
Number of languages represented: 7
Specify languages: Russian, Marathi, Spanish, Cantonese, Japanese, Amharic, Mandarin
9. Students eligible for free/reduced-priced meals: 12%
Total number students who qualify: 38

10. Students receiving special education services: 12 %
40 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>4</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>23</u> Speech or Language Impairment
<u>1</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>0</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness
<u>4</u> Emotional Disturbance	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>0</u>
Special resource teachers/specialists	<u>12</u>	<u>5</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>2</u>	<u>5</u>
Total number	<u>37</u>	<u>10</u>

12. Average school student-“classroom teacher” ratio: 11:1
13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98 %	97 %	96 %	93 %	96 %
Daily teacher attendance	93 %	95 %	97 %	98 %	98 %
Teacher turnover rate	11 %	7 %	7 %	4 %	8 %
Student dropout rate (middle/high)	NA %	NA %	NA %	NA %	NA %
Student drop-off rate (high school)	NA %	NA %	NA %	NA %	NA %

PART III – SUMMARY

Old Bonhomme School, a Blue Ribbon Award winner in 1992, is located in Olivette, Missouri. We are recognized as a diverse community with high standards for student achievement. Such diversity contributes to a school culture that recognizes the value of each student and, in turn, fully believes that the whole child is the focus of a high quality education. The diversity and achievement of our students is respected and visibly celebrated in many ways throughout the school year. We received the African American Student Achievement Award in 2002 from the Black Leadership Roundtable Education Committee.

We have a history of working with the larger community in a variety of ways. A public marquee promotes major events for the whole community. Before the first day of each school year we host a social for all families of Old Bonhomme students. This gives new and returning families an opportunity to meet teachers and classmates, visit classrooms and put away school supplies. The first days of school are smooth and calm. OASIS, a senior citizens' mentoring program, has been a part of our program for many years. Parent volunteers work with students and teachers in a variety of ways from acting as chaperones on field trips to tutoring individual students. For twenty-two years we have responded to the needs of the poor with our annual Thanksgiving food, clothes and toys drive. Parents and grandparents often join their children, sometimes with younger siblings and dogs in tow, for our monthly walk in the park across the street from the school.

Character Education is immersed in everything from academics and recreation to the types of literature that is read. Solving conflicts peacefully and demonstrating citizenship is our emphasis. Ideas for school projects and fundraisers are generated and sponsored by our Student Council, which is comprised of representatives from grades two through five. Our school-wide recycling program pairs older students with younger students to collect the containers for recycling. During our annual field day, teamwork instead of individual effort is encouraged and celebrated.

The physical and academic structures of the school are designed to effectively implement programs aimed at helping each child attain a level of academic competence and confidence. A new wing was completed in 2003 that includes a technology lab, library, and smaller ancillary classrooms that allow for small-group instruction in the core curricula and fine arts as well as parent-teacher conference space. Technology facilitates communication among staff, students and parents. It also allows students to use the computer as a learning tool. Each classroom is equipped with several computers, and the lab is equipped with a computer for each child in the class. Financial support from the community has enabled us to provide full-day kindergarten and small class size to the benefit of all students.

The arts come alive and inspire the Old Bonhomme Community. There are general music classes, with a choice of learning an instrument in fifth grade. The choir performs at school and in the community. The arts program is supplemented with the yearly involvement of resident artists. Student work adorns the hallways and on display in the Olivette Community Center and the St. Louis Art Museum. Assemblies add to the rich variety with professional and amateur performances. Imagination and creativity is encouraged and celebrated continuously.

Old Bonhomme School is living up to its mission as a dynamic, child-centered setting where imagination is celebrated, diversity is respected, and the excitement of learning thrives. We strive to educate, nurture, and inspire the whole child and stimulate lifelong learning through parental and community involvement, ongoing professional development and comprehensive instruction of the highest quality.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Describe the meaning of the school's assessment results in reading (language arts or English) and mathematics.

The Missouri state assessment system referred to as the MAP (Missouri Assessment Program) assesses students in Communication Arts in grades 3, 7, 11 and in Mathematics in grades 4, 8, and 10. The assessments contain multiple choice (selected response), short answer (constructed response), and essay-type (performance task) items. Item content reflects State Standards and measures concepts, processes, and objectives. An achievement level measuring student progress toward the Missouri Show-Me Standards is determined. Levels of achievement are identified by one of five descriptors – Step 1, Progressing, Nearing Proficiency, Proficient, and Advanced. At Step 1, students are substantially behind in terms of meeting the Missouri Show-Me Standards. Students who are Progressing are beginning to use their knowledge of simple concepts to solve basic problems, but they still make many errors. Students in the Nearing Proficiency category understand many key concepts, although their application of that knowledge is limited. Proficient is the desired achievement level for all students; students demonstrate the knowledge and skill called for by the Missouri Show-Me Standards. Advanced students demonstrate an in-depth understanding of all concepts and apply that knowledge in complex ways. The state of Missouri considers students At or Above Basic to be those scoring at Nearing Proficiency or above.

Old Bonhomme students' performance on the MAP over the last five years has been consistently above state scores. In 2004 on the Communication Arts MAP 92% of Old Bonhomme third graders performed at or above Nearing Proficiency and 68% were at or above the higher standard of at or above Proficient. In 2004 on the Mathematics MAP 96% of Old Bonhomme fourth graders performed at or above Nearing Proficiency and 77% were at or above Proficient. MAP results are disaggregated by ethnic group and by socioeconomic information based on free/reduced lunch program participation. Missouri's scores are not disaggregated when there are fewer than five students in any of these groups at any grade level. If the number of students in a particular racial/ethnic category is less than 30 in a school, the disaggregated data is not published. In 2004 the numbers of students in the subgroups of Free/Reduced and Black ranged from 6 to 13; therefore, the statistical significance of their scores must take into account these numbers. The attached tables show that the achievement gap between Black and White students has narrowed in the past five years. The percentage of Black fourth graders at or above Nearing Proficiency in Mathematics has steadily increased from 61% in 2000 to 91% in 2004. In Communication Arts the achievement gap between Black and White students has been reduced to nine percentage points in 2004 from a difference of sixteen percentage points in 2000. Our priority is the academic achievement of all Old Bonhomme students and closing the achievement gap.

As noted in the attached information and tables, a small number of students were excluded in some years of testing. The State of Missouri allows Limited English Proficiency (LEP) students to be exempt from participation in the Communication Arts MAP in their first year in the United States. The students in these groups were enrolled in our ELL (English Language Learners) program and were excluded from testing based on their individual language proficiency scores. Through 2003 they were assessed using the LAS instrument that measures students' oral language, reading, and writing proficiency. Beginning in 2004 we began using the MAC II instrument which tests speaking, listening, reading, and writing. The State of Missouri allows for IEP students with significant needs to be assessed individually using the MAP-A, which does not result in standardized results.

Test data tables for Communication Arts (Reading and Language) and Mathematics are included at the end of this application, pages 13-14. Additional information on the Missouri Assessment Program may be found at <http://www.dese.state.mo.us/>

2. Show how the school uses assessment data to understand and improve student and school performance.

Old Bonhomme School uses extensive quantitative and qualitative data to assess student performance and determine a focus for improvement efforts. Each child in grades one through five is tested at the beginning of the year with the Gates-MacGinitie Reading Inventory to plan reading instruction and again at the end of the year to measure progress. The Metropolitan Readiness Test is given to kindergarteners in the spring of the year. A variety of assessment tools are used to make data-driven decisions about remediation and acceleration for students who need special accommodations. We use the Developmental Reading Assessment, the Observation Survey, the Spache Diagnostic Scales, formal Quay timed observations, and individual reading error analysis to gather quantitative data. In kindergarten we use the Dial-3 as a tool, and in fifth grade we use quarterly math tests. The Qualitative Reading Inventory and the individual learning profiles, as outlined by Mel Levine and the Schools Attuned program, provide qualitative data about learning behaviors. Qualitative data from student and parent surveys, sociograms, class meetings, and Thoughtful Education student profiles are an important part of the differentiation process. Our Student Intervention Team meets weekly to review data and follow specific problem solving steps to create intervention plans for individual students. Each year teachers review the results of standardized testing of students in second through fifth grade to plan for individual students as well as look at strengths and weaknesses in curriculum and instruction. Our review of standardized test results includes looking at the achievement of disaggregated groups on specific Missouri process and content standards. We focus on particular benchmarks as we plan our instruction throughout the year. This data-driven dialogue also helps to focus our Strategic Plan on key instructional improvements such as using the work of Levine on neurological constructs, the work of Marzano regarding the nine most effective teaching practices, the work of Tomlinson to differentiate lessons within the classroom, and the work of Silver and Strong regarding the use of learning styles and strategies to personalize instruction. Teachers use formative and summative evaluations to plan instruction and measure students' progress throughout the year. Our focus is on differentiation for all students, meeting individual needs, and measuring progress toward improved academic performance.

3. Describe how the school communicates student performance.

Communication about student performance is timely and purposeful at Old Bonhomme School. Individual parent teacher conferences are held at the end of first and third quarter to discuss student performance. Detailed conference notes are provided to parents about strengths, weaknesses, and improvement strategies. At the end of second and fourth quarter classroom teachers and specialists provide written report cards on each child's performance with narrative notes to provide additional explanation. In the primary grades the report card uses a developmental scale, and in fourth grade we begin using grades and percentages. Newsletters, weekly progress updates, and our website provide additional timely information to parents about student performance and programs. These conferences and reports provide information about the on-going assessment of students that happens in the classroom. Standardized testing results for each child are provided to parents annually. Staff members answer questions from parents and help to interpret the scores. The results of our academic performance on standardized tests for each of the schools in our district are shared with the entire Ladue School District Community through the District Report Card each year, which includes disaggregated test results. Specialists also provide regular reports to parents about students with individual learning needs. Our Special Services and Special Education teachers provide detailed reports to parents about information gathered through individual diagnostic tools and progress on individualized learning goals. Our staff members also consult with doctors and other health providers who work directly with our students outside of school. Our Gifted and Enrichment teachers share information quarterly with parents about programming and individual progress. Specialists assist parents with understanding the assessment data gathered during the referral process for these programs.

4. Describe how the school has shared and will continue to share its successes with other schools.

The Old Bonhomme staff invites visitors. Observations are arranged and teachers take time to discuss strategies being used to help students be successful. Mentoring student teachers and interns has been an important aspect of sharing our success. Old Bonhomme staff members also have established links with local universities, professional organizations, and other school districts across the state. One of our teachers instructs a class at Washington University on the psychology of the exceptional child and our principal teaches graduate students working towards degrees in administration through Lindenwood University. These forums provide for the sharing of our success with the community and other professionals. Old Bonhomme staff members have presented at local, state, and national conferences on differentiation, technology, and a wide variety of teaching strategies. Presentations by our staff have been made for the Gifted Conference at the University of Missouri at St. Louis, the International Reading Association, the Missouri Association of Health, Physical Education, Recreation and Dance, the St. Louis Storytelling Conference, and the Midwest Education Technology Conference. Within the school district Old Bonhomme teachers are leaders in curriculum, instruction, and professional development activities. One of our teachers has served for several years on the Ladue Evaluation and Salary committee and since 2002 our counselor has served as the district chair of the Ladue Professional Development Committee. Another Old Bonhomme teacher is the lead staff developer for Thoughtful Education and Schools Attuned in our district. Three staff members work with outside educational consulting firms thereby impacting schools and districts in various states. Technology is a tool that has great potential for expanding links and communication networks with other schools. The Internet and email provide immediate access to school leaders around the state and across the nation who want to learn more about Old Bonhomme's success and for us to gather new ideas from other educators. Our website is another vehicle we use to spread information about our success and the programs at our school.

PART V – CURRICULUM AND INSTRUCTION

1. Describe the school's curriculum. Outline the core of each curriculum area and show how all students are engaged with significant content based on high standards. Include art and foreign languages in the descriptions.

Our Math Curriculum uses the Comprehensive School Mathematics Program (CSMP). It provides students with a set of mathematical experiences beyond the acquisition of simple arithmetic skills. CSMP places emphasis on a two-level approach to learning: (1) understanding content and its application and (2) developing techniques and processes for learning. Content is organized into a spiral approach with programs sequenced so that students experience each of the math content areas throughout the program at increasingly higher levels. Teacher training in the use of CSMP and designated materials is provided systematically and required for all new staff. Yearly training sessions are held for parents each fall and provided as-needed for new parents.

Our Social Studies Curriculum allows students to learn about themselves and their membership in a complex, evolving, pluralistic and interdependent global community. It is an integrated study of the social sciences and humanities that promotes civic competence. Developmentally appropriate experiences integrating civic-political, social-cultural, historical, economic, and geographic concepts help students learn that they are a part of a larger, interdependent global community. The curriculum offers students opportunities to explore, analyze, and gain an appreciation for the cultural diversity of their world.

The major purpose of our Science Curriculum is the involvement of students with the world about them from a scientific point of view. The scientific point of view encompasses the use of the seven major process skills (observing, classifying, measuring, inferring, predicting, experimenting, communicating) in

all science activities, which results in a heavily “hands-on” orientation. The major units are Matter and Energy; Force, Motion, Mechanical Energy; Universe; Earth Systems; Living Systems; Ecology, and Health. The focus for all students is to acquire a basic understanding of science, a special interest in its activities, an awareness of how we may use scientific knowledge and principles in our daily activities and how science can and does affect our life in general.

The Health/Physical Education program helps build the student physically, mentally, socially, and emotionally. It prepares students to make effective choices for their health and to be active throughout life. All students participate in daily Physical Education classes.

The study of Communication Arts prepares students for collecting, sifting, organizing, and evaluating the raw information with which they are increasingly bombarded. It helps them gain the skills to manage their own language with confidence and pleasure, with clarity and power, and with subtlety and creativity. Our goal is students who are confident, successful producers and consumers of communication of all kinds. Handwriting instruction incorporates manuscript and cursive writing using the Zaner-Bloser Simplified method. Independent reading is a valued component of the curriculum and is fostered at all grade levels. Spelling is formally taught and incorporated into writing instruction throughout the grade levels. Technology, particularly word-processing, is considered an integral part of the program. Writing is a life-long developmental process allowing for individual growth and expression. Teachers construct an authentic, rich, and supportive environment respecting student involvement and allowing time for students to write, share, and reflect. Literacy development is organized around the strands of print literacy, oral literacy, and media literacy. The Library Media Curriculum addresses familiarity with library behaviors and routines, appreciation of literature and its diversity, development of viewing and listening skills, utilization of library resources, and extension of classroom curricula and themes.

Our elementary Foreign Language program enables students to: communicate in Spanish; gain knowledge and understanding of other cultures; connect with other disciplines and acquire information in Spanish; participate in multilingual communities at home and around the world; and develop insight into the nature of language and culture. Currently, the Foreign Language curriculum is implemented in kindergarten through third grade with plans for the addition of another grade level each year until all students receive instruction.

Fine Arts Education in our school embraces the broad scope of education in the visual and performing arts. All areas develop a student’s ability to communicate through an art form, develop skills for creating and performing, understand the materials and techniques which promote communication, and provide both historical and contemporary connection to the humanities. Through the study of the arts, students employ many creative thinking and metacognitive skills. The strands addressed in each fine arts area are product/performance, criticism/analysis, aesthetics, and history.

2. Describe the school’s reading curriculum, including a description of why the school chose this particular approach to reading.

Reading instruction at Old Bonhomme School is a blend of research-based instructional models including Success for All and Reading Recovery that provide systematic balanced instruction through guided and independent literacy activities. We begin by collecting data using a variety of tools to determine a student’s reading ability. The Gates-MacGinitie is used in the fall to plan individual instruction and again at the end of the year to assess progress. Teachers also use Qualitative Reading Inventories and other tools for measuring on-going progress. In the primary grades teachers plan reading and writing activities based on themes using quality children’s literature in fiction and non-fiction. An emphasis is placed on

developing multiple strategies for these emerging readers. Given the diverse needs of our student population this approach provides the necessary flexibility for teachers to differentiate for students at all levels. Guided reading practice and independent reading provide the balanced instruction that students need to be successful. Word study lessons provide a spiral approach to teaching phonics, writing skills and techniques as well as grammar. Framed paragraphs are used in the primary grades to build a strong foundation of writing mechanics. In the intermediate grades the literature-based approach to reading and writing instruction continues. Students read quality literature in literature circles and guided reading groups. The workshop instructional model provides for direct instruction as well as independent reading opportunities. Teachers differentiate in the intermediate grades for reading levels, student choice and interest. Instruction on word study skills continues in the intermediate grades with the use of Wordly Wise materials. A priority for all staff is exposing students to quality literature from different genres. This literature is used extensively as models for our developing writers. Writing instruction is integrated across the curriculum in all of the classrooms. Teachers use multiple sources to work on listening comprehension as part of the thematic approach to reading and writing. A growing number of teachers are implementing reading and writing workshop. An emphasis on independent reading at home and school is evident and our library media center provides extensive choices for young readers. Reading specialists team with classroom teachers to provide a variety of support services for students with particular weaknesses, including those with English as a second language. Reading Recovery is used to assist struggling first grade readers. Enrichment staff challenge advanced readers in cross-grade level groups to extend and continue development at their own pace.

3. Describe one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.

The Comprehensive School Math Program (CSMP) is unique and has helped Ladue students achieve at consistently high levels on state assessments. The program has been used at Old Bonhomme for twenty-five years. The focus is on developing mathematics concepts rather than arithmetic. Students are exposed to a variety of methods in which mathematics helps them formulate and analyze problems. Teachers are able to use CSMP materials to differentiate student practice activities. Individualized and small group instruction supports the development of each student. Students participating in enrichment activities are provided additional instruction and participate in challenging math tournaments. Acceleration for students enables them to access instruction above grade level in the math area when assessments determine their readiness. Special Services teachers work with new students to bridge the gap between traditional arithmetic curriculums and CSMP. A parent workshop is held each fall to teach parents about the program and encourage their involvement at home. New staff members are required to attend an inservice on delivering math instruction using CSMP. In our computer lab, teachers team with our Instructional Technology Coordinator to plan related math lessons using Logo and a variety of networked software programs. During Spanish lessons, students learn math vocabulary in Spanish while math concepts are reinforced. In the primary grades teachers use literature to further develop mathematical reasoning and problem solving skills.

4. Describe the different instructional methods the school uses to improve student learning.

Instructional methods that allow us to differentiate for students are critical to maximizing student growth. Thoughtful Education strategies are used systematically to design classroom instruction to meet the varied learning styles of our students. Hanson, Silver, and Strong developed the Thoughtful Education model based on the work of Carl Jung. It defines four types of learning styles: Sensing Thinking (ST), Sensing Feeling (SF), Intuitive Feeling (NF) and Intuitive Thinking (NT). Students and teachers develop preferences for one of these learning styles, but have the potential and need to learn and act in other styles as well. The Thoughtful Education model emphasizes the importance of whole-mind teaching and learning. Training in the model began at Old Bonhomme in 1990 and continues to the present time. Use

of the model provides a student-centered focus and common instructional language for teachers. Another child-centered instructional method used in our school is Schools Attuned, developed by Dr. Mel Levine. We use Schools Attuned to understand students' strengths and weaknesses. Teachers use strategies, accommodations, and interventions from this model to differentiate their teaching. We also use these two instructional methods to teach students about how they learn and teach them specific strategies that will help them learn best. Several staff members are certified trainers for these instructional methods and provide on-going support and training for building and district staff. As a professional development activity we reviewed Marzano's research on instructional strategies and found that many of those strategies overlapped with Thoughtful Education strategies already in use at Old Bonhomme. We are studying ways to use current brain-based learning strategies to connect curriculum to students' natural language of learning through movement. We make fine arts connections for students with the academic areas of curriculum through yearly cultural themes. Real life experiences that involve students take the form of curriculum-based field trips and resident artists in the school. Technology is integrated extensively as an instructional tool. Teachers use Smart Boards, video projection systems, and our portable computer lab to enhance instruction. The use of specialized staff, teacher assistants and parent volunteers allow us to individualize for students needing additional acceleration and remediation. Our attention to differentiation has also meant accelerating students with above grade level skills and capabilities to move into advanced coursework.

5. Describe the school's professional development program and its impact on improving student achievement.

Old Bonhomme teachers have leadership roles on the building and district professional development committees that plan these activities. There is short and long range planning for professional learning activities at the district and building level. Comprehensive training for all staff in Thoughtful Education and Schools Attuned has created a consistent learning environment for students as they move through the grades. On-going support for veteran staff and introductory training for new staff is provided. Professional development is also self-directed for our staff with funds made available for individuals to choose professional learning opportunities that they feel are beneficial. Teachers return and share their new learning with peers in the building and at the district level in structured workshops and informally during shared planning time or grade level meetings. Old Bonhomme staff members regularly attend and present at state and national conferences. Each year the Old Bonhomme staff looks at student achievement tests to plan professional development activities. We also ask teachers for feedback about the year's professional development activities and for input to help plan the upcoming year. A sampling of this year's professional development topics included: a Summer Institute on diversity issues and Marzano's research on effective instructional practices; a weeklong summer workshop on Schools Attuned with follow-up sessions throughout the year; attendance by two staff members in New York on the Writing Workshop method as taught by Lucy Calkins & Colleagues at the Teachers College Reading and Writing Project; analysis of our achievement test scores; an afternoon on using technology as a tool for instruction taught by five Old Bonhomme teachers; and weekly sessions taught by our P.E. teacher on brain-based teaching and learning. A variety of delivery models are used to facilitate the differences in teachers' styles and preferences. Large group, small group, observations of other programs, book study, and proposals for independent professional growth activities are some of the models we use at Old Bonhomme. Teachers also engage regularly in reflective Cognitive Coaching conversations about classroom instruction and professional growth with the principal.

Table 1
No Child Left Behind - Blue Ribbon School

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Communication Arts Grade: 3 Test: Missouri Assessment Program (MAP)
Edition/Publication Year: 2004 Publisher: CTB/McGraw-Hill

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	03/04	03/03	04/02	04/01	04/00
SCHOOL SCORES					
% At or Above Nearing Proficiency	92	96	94	85	90
% At or Above Proficient	68	59	65	45	67
% At Advanced	6	12	11	5	4
Number of students tested	50	49	63	68	70
Percent of total students tested	100	100	99	99	100
Number of students alternatively assessed	0	0	1	1	0
Percent of students alternatively assessed	0	0	1	1	0
SUBGROUP SCORES					
1. White					
% At or Above Nearing Proficiency	94	97	98	99	95
% At or Above Proficient	78	78	77	59	75
% At Advanced	10	19	12	7	4
Number of Students Tested	31	32	43	44	45
2. Black					
% At or Above Nearing Proficiency	85	94	78	54	79
% At or Above Proficient	31	27	21	11	47
% At Advanced	0	0	7	0	0
Number of Students Tested	13	15	14	20	19
3. Male					
% At or Above Nearing Proficiency	100	99	90	87	79
% At or Above Proficient	82	54	54	35	58
% At Advanced	4	6	9	0	4
Number of Students Tested	27	31	33	32	28
4. Female					
% At or Above Nearing Proficiency	82	89	96	83	97
% At or Above Proficient	52	71	76	52	73
% At Advanced	9	24	13	9	5
Number of Students Tested	23	17	30	35	41
STATE SCORES					
% At or Above Nearing Proficiency	74	73	74	72	70
% At or Above Proficient	34	34	36	32	32
% At Advanced	1	1	2	1	2

Table 2
No Child Left Behind - Blue Ribbon School

FORMAT FOR STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 4 Test: Missouri Assessment Program (MAP)
Edition/Publication Year: 2004 Publisher: CTB/McGraw-Hill

	2003- 2004	2002- 2003	2001- 2002	2000- 2001	1999- 2000
Testing month	03/04	03/03	04/02	04/01	04/00
SCHOOL SCORES					
% At or Above Nearing Proficiency	96	89	89	89	80
% At or Above Proficient	77	59	69	70	52
% At Advanced	19	17	18	22	18
Number of students tested	48	69	61	66	67
Percent of total students tested	99	100	99	99	100
Number of students alternatively assessed	1	0	1	1	0
Percent of students alternatively assessed	1	0	1	1	0
SUBGROUP SCORES					
1. White					
% At or Above Nearing Proficiency	97	95	100	96	90
% At or Above Proficient	91	62	88	84	68
% At Advanced	26	20	26	29	22
Number of Students Tested	34	45	39	42	46
2. Black					
% At or Above Nearing Proficiency	91	70	64	67	61
% At or Above Proficient	33	35	32	39	11
% At Advanced	0	0	0	0	0
Number of Students Tested	12	17	19	18	18
3. Male					
% At or Above Nearing Proficiency	100	82	96	88	75
% At or Above Proficient	83	51	76	67	51
% At Advanced	24	14	24	21	24
Number of Students Tested	29	35	25	24	37
4. Female					
% At or Above Nearing Proficiency	89	97	83	88	86
% At or Above Proficient	72	68	64	71	53
% At Advanced	11	21	14	22	10
Number of Students Tested	18	34	36	42	30
STATE SCORES					
% At or Above Nearing Proficiency	82	81	79	79	78
% At or Above Proficient	40	38	38	37	37
% At Advanced	8	7	8	8	8